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AUTHOR Persons, Edgar A.
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ABSTRACT

Adult education in agriculture is not restricted to persons established in farming, but has the prospect of being applicable to the whole of the agricultural industry. However, adult education has primarily been for young and adult farmers. Since 1965, in both agriculture and all vocational programs, there has been a reduction in the proportion of adults served by vocational education relative to other levels of vocational instruction. An examination of the current status of adult/young farmer programs reveals that there are two types of programs under adult education: (1) the intense management programs that incorporate attention to the details of farm business analysis and (2) the programs aimed at skills and technology transfer. Adult education in the 1980s will require a major commitment of money and manpower for research, teacher education, supervision, curriculum support, and local program support. In the 1980s, agricultural educators must decide if they will work in the periphery of the problems of agricultural production and entrepreneurship by addressing only the problems of practices, technology, and technology transfer, or if they will shift focus to deal with the problems of greatest concern--management of the total resources of the farm. (LRA)

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ADULT EDUCATION: A PART OF

AGRICULTURAL EDUCATION

Prepared for

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By

Dr. Edgar A. Persons
Professor, Agricultural Education
University of Minnesota

ADULT EDUCATION: A PART OF AGRICULTURAL EDUCATION

Introduction

If this was July, 1960, addressing the topic of adult education as a part of agricultural education would be an easier task. We had more answers and fewer questions. Adult education in agriculture was for young farmers and adult farmers. The post-secondary interest in agricultural education was beginning, but not well established. Special programs for the off-farm agricultural industry were exceptions.

However, the decade of the 80's finds us with more questions and fewer answers. Adult education is not restricted to persons entering or already established in farming, but has the prospect of being applicable to the whole of the agricultural industry. Nor are we as experienced. Adult education is no longer assumed to be part of the job description of all teachers of agriculture nor part of the general preparation to teach. Adult education has, in many states, been delegated to the adult/young farmer specialists with only minor attention given to the task by others with specialized tasks in secondary and post-secondary education.

Because the adult programs for the off-farm industry are not well defined or documented, I am going to address the major portion of my remarks to the program areas that have some definition and documentation - young farmer and adult farmer education. The hope is that what we might learn about the future of these programs will be transferred, where applicable to that vast segment of the industry that supports the production phase of agriculture. I make this decision on

the premise that if we cannot answer the unanswered questions in a phase of instruction in which we have had sixty-three years of experience from which to draw, it is unlikely that the seventeen years of opportunity but limited experience in education for adults in the off-farm sector will provide much insight into the shape of adult education in the 80's.

While the agricultural education profession uses the titles Adult Farm Education and Young Farmer Education to describe programs for persons entering or already engaged in farming, there is a lack of identifiable program characteristics among schools, states and regions that provide clear definition to program philosophy, objectives, content, procedures and outcomes.

There is no agreement of commitment to education for adult and young farmers among the various states. Some state agencies have in fact abrogated responsibility for such instruction or have assigned the responsibility to higher education institutions that operate outside the normal framework and channels of communication and control for vocational agriculture. Without a change in national leadership, federal and state commitment to programs and local support, it is unlikely that the current status of adult and young farmer education programs will change to reflect a national policy toward support of such instruction.

It is essential to understand the commonly accepted definitions of such programs if one is to chart their future course. It is equally important to recognize, however, that individual states do and will operationalize the definitions in different ways, if at all.

The most recent definition of Young Farmer Programs states[1]:

"The Young Farmer Program is a program of organized systematic instruction in agriculture aimed specifically at helping young men and women recognize and solve their problems in becoming established successfully in the community. In general the idea is to accept the young farmers at their present farming status and to help them advance to the highest efficiency and status in agriculture which he or she is capable of achieving".

This general purpose is further delineated by the specific objectives ascribed to the young farmer education program:

1. Develop competent, aggressive agricultural leadership.
2. Strengthen confidence of young people in themselves and their work.
3. Encourage intelligent choices of agricultural enterprises.
4. Establish strong individual family and farm business goals.
5. Improve the home and living conditions.
6. Participate in cooperative activities.
7. Provide organized agricultural recreational activities.
8. Provide a basis for solid decision making in business management.
9. Encourage establishment in Agriculture.

It is clear in the definition and in the operational objectives that the program is intended for youth who have decided upon agriculture as a career, but have not yet reached the stage of establishment in a farm business where they have complete, or the bulk of, managerial

[1] Department of Health, Education & Welfare, U.S. Office of Education, Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers, 1978.

control. The programs are clearly not intended to serve the career exploration of awareness functions frequently ascribed to programs at the secondary level.

Adult education is not as clearly defined as the young farmer program, and lacks a set of organizing objectives or principles to which states can subscribe. The most universal definitions for adult education define components of adult programs rather than programs in their entirety. The American Vocational Association, in trying to define terms in Vocational and Technical Education, shortly after the passage of the 1963 Voc. Ed. Act, defined Adult Agricultural Classes (a component of a program) as:

> "Classes for farmers who are established in the farming business and who are interested in increasing their farming proficiency through participation in regular classes of systematic instruction. Such classes are of long and short term duration, often held in the evening, and centered around managing the farm business or on only one enterprise or unit of interest."[2]

This definition ignores the on-farm instruction, community service and non-formal instruction that have historically been associated with the agricultural teachers role.

A more finite definition of adult instruction as might be delineated by specific program objectives is difficult to find. In fact, specific objectives for an adult program of instruction to define a national thrust do not exist. In lieu of specific objectives, the literature cites the importance of assessing local needs and problems with a

[2] American Vocational Association, Definitions of Terms in Vocational Technical and Practical Arts Education, AVA, Washington, D.C. 1964.

strong involvement from the community to determine the specific objectives for an adult education program.[3]

It is apparent from literature of the profession, both historic and current, that there is general agreement that adult programs in agriculture are intended for farmers or farm families who are established in a farm business where they have managerial control.

Some of the confusion in separating the definitions of adult and young farmers instruction lies in the absence of descriptive measures of the variables used to describe the clientele. The problem is further complicated by the practices in state programs where there is co-mingling of well established and beginning farmers in the same general program, but an adoption of the title Young Farmer or Adult Farmer to describe the activity.

Perhaps our task would be easier if we were to change our descriptions to Beginning Farmer Instruction and Established Farmer Instruction. At least then we could more clearly define the purposes of instruction and relate more easily to the educational needs associated with the beginning and established entrepreneur. It would free us from the separation by age where the young view themselves as responsible adults and the more mature hang tenaciously to the idea that they are still young.

Adult and Young Farmer Education, by any definition, is difficult to describe in a manner that conveys a singular philosophy, organization, content or purpose.

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[3] Bender, Ralph, et al, Adult Education in Agriculture, Charles & Merrill, Columbus, Ohio, 1972.

Purposes of the Paper

This paper will address three major objectives.

1. Summarize the current status of Adult and Young Farmer Education in the United States.
2. Identify and discuss major issues that the profession should be dealing with in Adult and Young Farmer Education as we plan for the 80's.
3. Identify alternatives for focusing upon the role of adult education in serving the needs of non-farm agricultural personnel.

To background our throughts about where we should be in the 80's, we might first get a historical perspective for Adult and Young Farmer Education. Likewise, we need to examine the changes that have occurred in the number and characteristics of farms and project those changes for the 80's.

The Historical Perspective

Some historians would suggest, perhaps with tongue in cheek, that the first true adult education in agriculture occurred when a friendly indian taught the early settlers that five fish in a hill of corn were essential to good corn production. The story is indicative, however, of the fact that almost all of the education in agriculture in the first century of this country's existance was directed at adults. Even the passage of the Land Grant College Act and later the Hatch Act aimed primarily at providing educational opportunities in agriculture for persons beyond the secondary level.

Federal intervention into the educational process for farmers and farm youth did not occur to any significant extent until the

passage of the Smith-Lever (1914) and Smith-Hughes (1917) Acts. The significance of the Smith-Hughes Act to Adult/Young Farmer Education is illustrated by the expressed purpose of the act to provide education for "present and prospective farmers".

While states responded to the intent of the Smith-Hughes Law by providing educational opportunity for farmers and young farmers (often referred to as part-time students), subsequent attention to the program for secondary students diminished the attention to the established or about-to-be established farmers. It was not until the passage of the War Adjustment Acts in the 40's that specific attention was again directed toward education for adult and young farmers. The greatest increase in enrollment in organized education programs for out of school farmers or beginning farmers occurred as a result of these acts.

Although most states provided adult instruction through the War Adjustment Acts, only a few took advantage of similar opportunities to accommodate the veterans of the Korean police action and the Vietnam conflict. Some states, however, took advantage of the opportunities these later acts of Congress provided to establish a basis for a continuing Adult-Young Farmer program through normal vocational education programs.

Even today, with entitlement for veterans training extending until December of 1989, few if any states have made any recent moves to initiate a training program for veterans. Yet such programs can serve as the nucleous for establishing full time adult programs as the recent history in North Dakota and Minnesota will attest. In these states more than 40 full time adult education programs were started by converting veterans programs to full time

adult positions.

It is difficult to determine the relative enrollments in Adult/Young Farmer programs since the statistics of the U.S. Office of Education do not provide a program breakdown. To add to the confusion it is not clear if [illegible]dult enrollments in agriculture in the Commuhity colleges have all been included in the enrollment statistics, nor is it clear if the adult efforts in the non-farm sector have all been accounted for. Since much of the adult education in agriculture, especially in farm management education, occurs in the community college system, the inclusion (or exclusion) of such enrollments in the statistics is an important factor.

The enrollment patterns in adult programs for selected periods as reported by the U.S. Office of Education is shown in Table 1.

Table 1 - Adult Education Enrollments, All Vocational Education & Agricultural Education: Selected Years 1965 - 1975

(Thousands)	1965	1970	1971	1972	1973	1974	1975
All Voc. Prog. Enroll	5,431	8,794	10,526	11,711	12,258	13,789	15,487
Adult Enrollment	2,579	2,666	2,871	3,095	3,417	3,569	4,077
% of Total	48%	30%	27.2%	26.4%	27.8%	25.8%	26.3%
Total Ag. Enrollment	888	853	N.A.	896	928	976	1,013
Adult/Y.F. Enrollment	339(1963)	305(1968)	-	258	-	269	279
% of Ag. Enrollment	38%	35.8%		28.8%		27.5%	27.6%

It is clear that in both agriculture and all vocational programs that there has been a reduction in the proportion of adults served by vocational education programs relative to other levels of vocational instruction. The proportion of enrollment from adults was relatively high in the 60's, (38 percent of the Ag enrollment and 48 percent in all vocational fields) but has declined to about 1/4 of the total

enrollment in the 1970's. If states have a renewed and strong interest in adult education in agriculture, as I have been assured is true by many state level personnel, that commitment is not evident in the enrollment statistics.

It is interesting to note that although there is an avowed difference in agricultural programs for young farmers and adults, the statistics compiled at the federal level do not differentiate between the two program areas, nor is there any attempt to compile data that differentiates between programs of short duration and those that require intensive organization of instruction. Adults who may attend only one or two class sessions are counted the same as adults who enroll for 60-70 contact hours.

Also lacking from the federal statistics is any compilation of the number of teachers who are involved in full time work with young farmers and adults. While it is known that in 1977 there were 17,255 teachers of agriculture, of which 12,694 were listed as secondary teachers, there is no indication of how the remaining 5,000 teachers were divided among post-secondary institutions, community colleges, young farmer programs, adult programs and veterans training programs. To gain a workable insight into the commitment states have to education for young farmers and adults, it is necessary to understand how willing states have been to commit resources for the employment of full time teachers for young farmers and adults. It is estimated that the total cadre of young farmers and adult instructors who are employed on a full time basis, including all levels of employing institutions, numbers less than 500.

The Status of Agriculture

Almost all professionals in agriculture have been aware of the erratic, but steady decline in the number of farms in the United States

during the last several decades. While at one time (1920) there were almost 6.5 million farms according to the agricultural census, in the latest complete census, (1974) the total farm numbers have declined to 2,314,013. During this period there have been not only a real decline in the number of farm units, but several redefinitions of what constitutes a farm business; To illustrate, on January 1, 1979, the state of Minnesota lost 10,000 farms by redefinition. It is important to note, that the real decline in farm numbers has dramatically slowed in all sections of the country, with the major midwestern farm belt experiencing a relatively stable number of farms over the past 5 years.

However, to base expectations of need for programs of instruction for young farmers and adults on total farm numbers is erroneous. Since the Census data uses descriptors of such small size to define a farm unit, it is more important to be aware of the number of commercial farmers that could profit from agricultural instruction and the potential need for replacing operating farmers with young beginning farmers. While the proportion of commercial farmers to rural residents may vary from state to state, a rule of thumb would suggest that about 60 percent of the farmers counted by census reports could be considered potential enrollees in young farmer - adult programs. Using this rule of thumb there would be 1,388,000 commercial farmers at whom Adult/Young Farmer programs could be directed. If the enrollment in Adult/Young Farmer programs is compared to the potential, the programs to which this paper is addressed serves only 19 percent of the potential commercial farmers and only 11 percent of the total census count of farm businesses. There is much room for improvement of the quality and quantity of instruction even though on a percentage of the population served the statistic is impressive.

Current Status of Adult/Young Farmer Programs

Adult Education

There appears to be two distinct types of educational programs catagorized under the general heading of Adult Education: 1) the intense management programs that incorporate attention to the details of farm business analysis and decision making and 2) the programs aimed at skills and technology transfer with little or no attention focused on the whole farm business. Programs of the later type are more numerous and less easily defined as to scope and substance. The majority of the full time Adult/Young Farmer instructors, however, are engaged in some form of intensive management instruction.

Of the management education programs, a majority of the states use the system developed by Minnesota. Such programs are found in Washington, Alaska, Oregon, Utah, North Dakota, South Dakota, Nebraska, Minnesota, Pennsylvania and Connecticut. Other states, notably Ohio, Illinois, Kansas, Missouri and New Mexico and perhaps others, utilize a system of business analysis and instruction of their own design. Information on management programs is incomplete and may not include some state sponsored management programs with which the author is not familiar.

Young Farmer Programs

Young farmer instruction has been given some impetus by the action of the U.S. Office of Education in publishing guides to program operation and management. The latest guide publication "Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers" 1978 was done by a task force committee of the agricultural profession.

The 1977-78 National Directory of Young Farmer Chapter Lists 1,158 active chapters in 30 states. However, as noted earlier in this paper, the presence of a Young Farmer Chapter is not definitive of the type of educational program conducted or of the age group of farmers served.

That there is a need for young farmer programs is well documented by the rather constant rate of replacement of older, retiring farmers. With a few notable exceptions caused by depression or war, the replacement rate appears to hold fairly constant at about 30 farms per 1,000 per year. Given the estimate of 1,388,000 commercial farms, there is a need for about 42,000 new commercial farmers each year. If young farmers remain in organized programs for even a minimum of 5 years, the enrollment would reach over 200,000 for just beginners if all were enrolled.

SOME MAJOR ISSUES AND CONCERNS

Commitment

You have an opportunity to decide at this conference if adult education is to be a part of agricultural education in the decades ahead. Timing is critical. If you decide to delay action on commitment until the decade of the 90's, I contend that it will be too late for agricultural education to make any significant impact or to have a significant share of the responsibility for education beyond formal secondary and post-secondary instruction.

What is commitment? Commitment is more than philosophical lip service to the idea that we have a stake in adult education. It is a commitment of resources - manpower and money - to mount a significant thrust toward serving the out-of-school population.

There are at least four areas in which money and manpower are needed: research, teacher education, supervision and curriculum support. Without them local programs are like a rudderless ship, moving endlessly in random directions without focus or leadership.

Research is not a popular or high priority use of funds as viewed by many teachers and many in supervisory positions. The impact and benefit of research is too subtle. Yet it is the research that leads us to doing a more effective and more efficient job of instruction, if there is adequate support and supervision of research so that the problems studied are significant. It is research that can determine for us where our problems lie and the extent of the problem. Research is less likely to discover a solution. If you examine the summaries of studies of research for the past several years, you will find that research about education for adults and young farmers is not an equal partner with our attention to the other phases of agricultural instruction.

Teacher education for adults has fared no better. While most teacher education programs give at least token attention to working with adults it is not a signifcant thrust comparable to attention to teaching at the other levels. Few teacher education staffs are large enough to assign a staff member to a primary responsibility for adult education. Thus there is a lack of advocacy due in part to the lack of time to devote to the task. It may be fair to suggest that many teacher educators have had little experience in adult education and feel uncomfortable in the task. But even the lack of advocacy could be in part overcome if teac her preparation programs included a larger dose of the technical subjects that would prepare teachers to deal

effectively with the problems of beginning and established farmers. There must be some shift toward building competence in management, decision making, and the process of establishment if teachers are to move comfortably into the role of teaching and advising entrepreneurs.

The gradual erosion of the effectiveness of state staffs must be reversed. They have been not only eroded in numbers, but by the dilution of their responsibilities to serve all vocational fields. It is doubtful if state staff members can assume a helping advocate role for adult vocational agriculture when their numbers and responsibilities have been eroded so they cannot even be effective advocates for the vocational agriculture discipline. Some states, where staff have been assigned specifically to secondary, post-secondary and adult levels have a better opportunity of becoming strong advocates for adult education, if the problems of articulation between levels and the internal differences in focus do not consume too much of their time and energy.

Resources are also required for curriculum development and support. Although the Federal effort at a curriculum guide for young farmers was a step toward aiding local programs, no such effort exists to provide a similar emphasis on adults already established or on the out-of-school youth and adults who work in the off-farm industry. Some states have developed good curriculum materials to support management, enterprise and young farmer programs. Few states, however, are equipped to disseminate the materials outside their state boundaries in a way that will train others in their use. Individual states with limited resources can ill afford the cost in both money and manpower required to develop their own. Lacking such direction at the national or regional level, states frequently leave the vital task of curriculum

development to the local instructor. Thus curriculum, removed in development from both teacher education staffs and supervisory staffs, fails to attract the needed advocacy of the agricultural leadership.

Local Program Support

Financial support for local programs, is also a form of commitment, but is so crucial to the success of an adult/young farmer program that it deserves separate attention. For programs to get established, there needs to be special incentives. For most schools where local tax dollars are less than adequate, incentives equate with money. But money needs to be on a firm base. States who build their support for adult programs on a foundation of federal dollars, build a foundation of sand. The slightest tremor in the authorizations for vocational education can tumble the walls. A firm base is built when state governments and local governments make a commitment to serve their own adult populations. To gather such support requires patient and persistant liaison with local and state legislative bodies. It requires the support of our allies who have a stake in the success of the agricultural enterprise. It requires bold and innovative approaches to funding.

To garner support for adult education in the 1980's will not be easy. There will be many items on the agenda's of state and federal governments all maneuvering for attention and support. It is unlikely that the problems we now face of unemployment and inflation will be erased in this decade. It is a worldwide affliction. It will lead to greater demands for public works, but public works

associated with the development of skills and competencies. Attention to such matters will crowd the agenda's of the very agencies from which adult education must seek support, and may divert the attention of agricultural educators away from a focus on adult education.

In approaching this task of gaining recognition and support, it will be wise to look beyond those whom we have normally considered our circle of friends and allies. There is support in other circles. These brief quotes from the AFL-CIO platform proposals to the Democratic and Republican National Convention 1980, illustrate the point.

> "Free public education has made America great, but there must be more of it, assessible to more people".

> "Vocational education must be improved through increased support for teacher training, upgrading, and modern equipment. Increased emphasis on academic skills is essential to the success of technical skills training".

> "The government should fund studies of new educational needs of adult workers which will lead to the development of traditional and non-traditional approaches".

The task of gaining support for adult education in agriculture is awesome. With support from our old and new friends, the task will be less arduous.

The Nature of Programs

The 1980's is a time to decide. It's a time to decide if we are going to work on the periphery of the problems of agricultural production

and entrepreneurship by addressing only the problems of practices, technology and technology transfer, or if we are to shift focus to deal with the problems of greatest concern - management of the total resources of the farm.

While technological innovation and adaption will continue to be a major concern of the farm business enterprise, the problems of management will become more severe. It matters little if the businesses with which we will deal are small, medium or large. The primary concern will shift to making the decisions to keep the business, regardless of size, afloat and economically healthy. We must become adept at planning, budgeting, record keeping and analysis, financing, and the other orientations associated with management.

How well are you prepared for the task? It is a task that requires a different mentality and a different focus. It requires the ability to examine an agricultural business with a fisheye lense so that we see the whole of each farm business. It requires the ability to think in economic terms.

It is not easy for those of us who deal in small amounts of money that come through fixed, regular salaries to even think in the same plane as those who farm. For example, the records of farmers in the Southwest corner of our state show an average farm investment of over a half million dollars. To earn enough money to pay a return on investment at 12%, requires a return over all costs of $164 a day or $6.84 for every single hour. To manage just the cash flow of $150,000 per year, or $411 a day suggests that economic literacy is of primary importance.

Educational programs to meet the needs of farmers such as these must extend beyond the short series of classes, or occassional short

courses to provide the indepth instruction in management that many farmers so desparately need. Classroom instruction must be supplemented by meaningful personalized instruction and supported by a system of data collection, analysis and decision aids that will help the farmer learn the essential skills of management.

To organize for management instruction requires some change in the way we think about education. We must think about results and impact on family progress rather than be preoccupied with counting numbers. It may require us to consider doing more with fewer people but doing it in a way that pays big dividends. This is not to suggest that the technology transfer activities of today should be abandoned. Rather, they must become subsidiary to and supportive of the greater thrust in overall management.

The Off-Farm Clientele

We could divide the off-farm clientele into two basic groups - employees and employers. Beyond that, the diversification of the off-farm group is so great it is extremely difficult to describe activity that would be useful, except to suggest that there are three basic kinds of adult activities that should be considered: 1) technology instruction for upgrading skills and competencies in whatever agricultural jobs are represented in the community, 2) basic instruction in how one gets established in business for those who contemplate business ownership and 3) instruction in business management for those already in business.

Add to the vocationally oriented groups the off-farm group who seek information either for hobbies or income supplementation.

For many in the off-farm industry, the topics that deal with technology and technology transfer normally oriented to the young or adult farmer may be applicable. Perhaps what is needed is a conscious effort to inform the off-farm workers that they are welcome participants. It may be also possible in larger communities to organize some special instructional activities that zero in on the off-farm group, if there are sufficient numbers and homogeneity to warrant such an effort. The reality in most communities is that the off-farm agricultural worker fits neither of these criteria; there are not many of them in each town and they do not have similar jobs or responsibilities. Yet we must examine our role with this vital agricultural group to determine how we can organize to best provide educational opportunity in the decade ahead. One important question this seminar should address is where does our responsibility stop.

If you are not comfortable with education directed at the overall management of a farm, then you will be even less comfortable with the management of an off-farm business. While the principles of management are similar, the application of the principles are more diverse. Yet it seems imperative that those who teach in areas where the off-farm business enterprise is economically important should direct some attention to this vital area. To do so requires a shift away from technology and technology transfer toward an emphasis on management, decision making and associated financial tasks. It may be that we are too ill prepared, and the clientele too scattered to mount an effective program that deals with starting a business or managing an agricultural business once it is started.

Conclusion

Early in this paper, I suggested that if we do not make significant progress in adult education in the decade of the 80's that the decade of the 90's will be too late. In conclusion, I would like to elaborate a little on that statement.

First, to meet the adult needs in agriculture, the orientation of the program has to change. Our challenge is not to get better production from agriculture, but to manage our production better. It is a matter of keeping up with the times. When the chief concern of farmers was to improve production, it was appropriate that our attention should be focused on technology and technology transfer to affect the desired increases in production. But the character of agriculture has changed. While new technology is still an everyday occurance and some attention to technology transfer is essential, the problem now is one of managing the technological resources. This emphasis on management is going to be the need of the 80's. If we are not prepared to be a partner with agriculture with a management education thrust, we will find our emphasis on technology transfer serving only the incidental needs of a vast majority of our potential clientele.

Farmers will not be easily deterred in their search for management help. Some have already solved this problem by banding together to employ their own management advisors. It is a growing movement.

The real competition will come, however, from the private sector. There is a movement this very day to meld the agricultural influence of a major co-op with the data management capability of a major corporation. If this movement is successful, there is the prospect that management, education, and service in agriculture will move

from the public sector to the private sector. Every cooperative service center in the towns and villages across the land will be a potential site for an agricultural management service center, that will provide not only data services, but access to a myraid of computer management decision aids and access to countless hours of technical instruction. Nor will we have exclusive domain in pure education. This same corporation is developing agricultural institutes to provide the educational services that beginning and established farmers demand, but some states have chosen to ignore. This is not a Buck Rodgers dream - it is a reality.

I think we have some hard choices to make. We need to choose if we wish to provide farmers with a choice between programs in the public and programs in the private sector or if we wish to abrogate our entire responsibility for education for out of school youth. You have only a few years to decide. If you decide to do nothing about strengthening the national approach to adult education - an approach that will require a shift in both young farmer and adult programs to an emphasis on the economic reality of the times - then adult education beyond the 80's will not be a part of agricultural education.

The choice is ours.